



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6216 W. Glendale Avenue, Glendale, AZ 85301

Glendale Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Deborah J Jordan
 Schedule : 7:30 AM to 4:30 PM
 Grades : 9-12
 2004 Enrollment : 1594
 Web Address : www.guhsdaz.org/schools/glendale.asp
 Phone Number : (623) 435-6200
 Fax Number : (623) 435-6270
 E-mail : djjordan@guhsdaz.org

Mission

Our mission is to empower all students for the choices and challenges of the 21st Century by ensuring opportunity and excellence in their educational experience.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All student achievement levels will continue to improve on state and national standardized tests.
- ü All students will continue to increase reading comprehension by reading across all content areas.
- ü All students will show improvement on the district's assessments which are aligned to state standards.
- ü All students will continue to increase their math abilities by taking at least three years of math and improve their achievement levels on state tests.

Enrollment

October 1, 2003 School Year Student Enrollment : 1495
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 56

Instructional Programs

- ü Honors/AP/Accelerated Classes
- ü Fine Arts Programs
- ü NJROTC Program
- ü Aligned Curriculum to State Standards
- ü Fire Science Program
- ü Aspire to Teach
- ü Criminal Justice Program
- ü Technology Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

Quarterly newsletters; interim reports mailed giving academic info with student's academic progress; students' absence reports; state test data; teacher communication on a one-to-one basis with parents; and 4 year educational plan for all students.

Parents

We believe all students can learn. Schools and parents working together can control the conditions for success of all students. Parents can participate in clubs, plan on-site councils, attend parent-teacher conferences and support school policies.

Transportation Policy

According to Policy 8321, students within the district who reside more than 1 1/2 miles from school may ride the school buses. Students with physical handicaps living closer to the school may apply with the principal's office for a permit to ride.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Outstanding Teacher Recognition	2004
ü National Merit Finalist	2003
ü Superior Ratings Band	2002
ü ACE Plus Students College	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	363	3443	65934	99	99	100	487	500	492	45	33	43	23	20	18	20	29	24	11	19	15
All Students (Prior Year)	317	3309	57534	100	99	91	491	501	491	45	34	46	18	19	16	27	28	23	11	19	15
Female	177	1680	32586	100	99	100	487	500	491	42	33	44	27	20	19	21	30	24	10	17	14
Male	186	1755	33226	98	98	99	488	501	493	48	33	42	20	19	18	19	27	24	12	20	16
African American	21	251	3042	100	99	98	494	488	478	56	46	58	11	23	19	17	21	17	17	10	6
Hispanic	214	1194	21740	98	99	100	479	487	475	55	47	63	24	21	17	16	22	15	6	10	5
Asian/Pacific Islander	15	102	1643	100	99	99	502	511	519	33	25	23	13	14	13	27	33	30	27	28	34
American Indian/Alaskan Native	14	86	4351	100	95	99	496	499	472	25	27	68	33	22	16	25	36	13	17	15	4
White	99	1802	34819	100	99	99	501	510	505	29	22	27	26	18	20	28	34	31	18	26	22
Students with Disabilities	44	318	6507	100	98	100	457	462	456	94	82	83	0	10	9	6	8	6	0	0	2
Students without Disabilities	319	3125	59427	98	99	100	489	501	494	43	32	41	25	20	19	21	29	25	12	19	16
Limited English Proficient Students	78	315	6793	100	100	100	462	468	464	73	72	79	15	14	11	10	10	8	1	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	120	642	18745				483	486	475	52	50	64	27	20	16	9	20	15	12	10	5
Non-Economically Disadvantaged	243	2801	47182				489	504	499	42	29	35	22	19	19	25	31	27	11	21	19

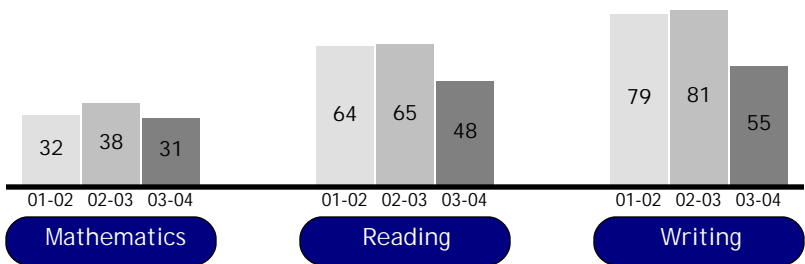
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	398	3592	68162	100	100	100	496	514	509	24	14	18	29	22	24	45	56	51	3	8	8
All Students (Prior Year)	318	3301	56700	100	99	89	511	521	512	9	8	15	26	20	23	60	60	52	5	12	10
Female	184	1735	33509	99	100	100	498	517	513	23	13	15	28	20	23	47	58	52	2	9	9
Male	213	1854	34521	100	99	100	495	510	505	24	16	20	31	23	24	42	55	49	3	7	7
African American	26	269	3163	100	100	99	497	499	497	25	20	22	29	33	30	42	45	46	4	3	3
Hispanic	237	1263	22624	100	99	100	486	496	487	32	24	32	31	27	31	36	46	35	1	3	2
Asian/Pacific Islander	17	109	1666	94	100	100	499	502	523	12	17	11	41	29	17	47	50	60	0	5	12
American Indian/Alaskan Native	14	90	4592	100	97	100	492	499	484	23	15	32	38	33	37	38	51	30	0	1	1
White	102	1853	35727	100	99	100	518	529	526	5	6	7	23	16	17	66	66	64	6	12	12
Students with Disabilities	48	340	6845	100	100	100	474	472	468	40	47	53	52	33	29	8	19	18	0	1	1
Students without Disabilities	350	3252	61317	99	99	100	498	516	512	23	12	15	27	21	23	47	59	53	3	8	8
Limited English Proficient Students	85	337	7152	100	100	100	456	460	464	68	65	57	29	25	31	4	10	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	144	700	19528				493	495	487	24	25	31	32	30	32	41	43	34	2	2	2
Non-Economically Disadvantaged	254	2892	48595				498	518	518	24	12	13	27	20	20	46	60	57	3	9	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	393	3575	67629	99	99	100	508	545	524	25	16	22	20	16	16	54	62	59	1	6	3
All Students (Prior Year)	325	3233	55090	100	97	87	475	494	479	16	8	16	3	6	13	81	86	70	0	1	0
Female	183	1728	33347	98	99	100	518	559	537	22	13	17	17	14	15	59	66	64	1	8	4
Male	209	1844	34151	99	99	99	500	531	512	26	20	27	22	18	18	51	58	54	1	4	2
African American	26	268	3150	100	100	99	528	523	515	9	22	24	27	23	19	64	53	56	0	2	2
Hispanic	233	1257	22313	98	99	100	491	515	493	34	26	34	21	18	19	45	53	46	0	3	1
Asian/Pacific Islander	17	106	1659	94	97	100	551	553	564	6	15	11	24	13	12	65	64	68	6	8	9
American Indian/Alaskan Native	14	90	4528	100	97	99	506	530	492	25	14	35	33	28	21	42	58	42	0	0	1
White	101	1846	35593	99	99	99	536	569	547	10	9	13	14	13	14	73	69	69	3	9	4
Students with Disabilities	47	332	6712	100	99	100	458	445	445	50	61	61	33	23	18	17	17	21	0	0	0
Students without Disabilities	346	3243	60917	97	99	100	510	548	530	24	15	19	19	16	16	56	63	61	1	6	3
Limited English Proficient Students	82	329	6994	100	100	100	428	426	442	58	65	58	21	16	18	21	19	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	144	700	19310				502	508	489	23	28	35	21	21	20	55	50	44	1	2	1
Non-Economically Disadvantaged	249	2875	48278				511	553	538	26	14	17	19	15	15	54	65	65	1	7	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	25	40	37	96	26	40	41	88	33	NA	42
	Language	92	32	46	38	99	36	45	42	90	39	50	42
	Mathematics	93	49	65	56	99	52	66	60	90	58	71	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 4 School Administrator(s)
- 2 Non-certified Employee(s)
- 15 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 4 Student(s)

Council Duties

- ü Instructional Strategies
- ü Parent/Educator Relations
- ü Future Planning For School
- ü Establish Annual Goals
- ü Accountability To Community
- ü Explore Educational Innovations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	76.20
Other Professional Staff	8.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	4	0	0
4 to 6 years	8	6	0	0
7 to 9 years	11	5	0	0
10 or more years	15	23	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	47
Core academic classes taught by Highly Qualified (NCLB) teachers.	235
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- ü Computer Labs/ESL Classrooms
- ü Read 180 Lab
- ü Multimedia Business and Computer Labs
- ü CAD and Introtech Labs

Extracurricular Activities

- ü National Honor Society
- ü Service Organizations
- ü Vocal/Instrumental Music
- ü Math Honor Society
- ü Interscholastic Athletics
- ü Student Government
- ü Diversified Education Coop
- ü Thespians

Social Services

- ü Counseling Services
- ü School Based Clinic
- ü Social Worker
- ü Psychologist
- ü Peer Tutors
- ü School Resource Officer
- ü Adult Education/ELL--Community Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü In an effort to assist all students in their futures, GHS has 72 percent of its students enrolled in postsecondary schooling. \$1,554,877 in scholarships and/or financial aid was received.
- ü There is continuous improvement on advanced placement tests as well as an increase in the number of students taking accelerated classes.
- ü Students continue to show improvement on state tests.
- ü Students rank at the top of district assessments which are aligned to state standards and district objectives.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	92			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

GHS adheres to the discipline policies set by the Governing Board. Glendale's administrators and faculty maintain high visibility on campus during the school day. Students not abiding by the attendance policies are assigned in-school suspension.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Deborah Jordan	(623) 435-6200
Transportation Policy	Eddie Acosta	(623) 435-6084
Community Resources	Deborah Jordan	(623) 435-6200
School Nutrition Programs	Yome Gokool	(623) 435-6000
Parent Organization	Brian Zufall	(623) 435-6200
Student Health/Nurse	School Nurse	(623) 435-6200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.